

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter elaborates some basic and prominent theories of the research. The discussions cover theories of teaching, teaching English as a foreign language, teaching material, authentic material, and the concept of green school.

2.1 Teaching

In teaching, the role of a teacher is to help learners learn. Teachers are responsible for a large amount of what happens in the classroom such as what is taught, the resources used, the type and order of activities, classroom management, assessment, feedback, correction, and many more. It is also the part of a teacher's job to encourage learners to take responsibility for their own learning and become active learners.

According to Lindsay and Knight (2008), the characteristics of effective teachers are:

1. Understand learners' language needs and responds to them positively.
2. Design lessons which reflect the learners' needs and develop the communicative skills.
3. Monitor and correct sensitively.
4. Provide feedback and encouragement when appropriate.
5. Tells learner not to worry about making mistakes (since this is a part of the learning process).
6. Encourage good learning habits inside and outside the classroom.
7. Keep tracks of progress, gaps in learners' ability, and repeated errors.

8. Create an input-rich environment in the classroom, for example by putting lots of pictures with English text on the walls.
9. Encourage learners to read English text or listen to the radio in English. For example, the BBC World Service Online, CDS, and audio cassettes, television programs, both terrestrial and digital, can also be an excellent source of input. Teaching material definitely takes many roles in the learning process. Furthermore, it leads the researcher to do the research.

2.2 Teaching English as a Foreign Language

During the past decades, teaching a foreign language has gained much more attention in most countries around the world (Azri & Al-Rashdi, 2014); therefore the right and effective teaching materials are needed to make it easier in the learning process.

In teaching English as a Foreign Language (EFL), the teacher must know what students' needs to learn English itself according to the student's cognitive skill level. Generally, the learners are grouped into three groups namely: novice/basic, intermediate, and advance. As Carrell, Patricia L. Devine, Joanne. Eskey, (1998) explain that learners belonging to lower-level cognitive skills require subject matter emphasizing form identification; while learners who include higher-level cognitive skills require subject matter that emphasizes interpretation of meaning. For learners who include lower-level cognitive skills that are typically in novice classes, the use of "authentic materials" that emphasizes the aspect of form is essential for bridging the communication gap between learners and teachers. It is conceivable what happens in the classroom if the learner does not know a single word of the language

that they are studying, while the teacher must present the subject matter using the language which they are studying. By using the right "authentic materials", the learners will be able to follow the lesson by utilizing their basic knowledge to guess the subject matter that they are studying.

2.3 Teaching Material

An active learner develops positive habits that allow them to learn more quickly and efficiently; for example, they use the new language as much as possible inside and outside the classroom (Lindsay & Knight, 2008). However, a teacher is responsible for increasing the students' interest in learning a new language. Therefore, using inappropriate teaching materials will make it difficult for learners to learn a foreign language (Azri & Al-Rashdi, 2014). In other words, if the teaching materials are not interesting and motivating, the learners will possibly learn nothing.

2.4 Authentic Material

According to Herod (2002), authentic learning material and activities are designed to imitate the real-world situations. In line with it, Jacobson, et.al (2009) see the authentic material as a printed material which is used in the classroom in the same way they would be used in real life. In conclusion, authentic materials are the material that can exposed the students to the real language. It can be from many things that we can find around the class.

2.4.1 Kinds of Authentic Material

As mentioned before that Authentic Material refers to a number of resources which is used like how it uses in a real situation, therefore Gebhard (1996) has classified the kinds of authentic materials as follows:

1. Authentic Listening-Viewing materials: Quiz shows, comedy shows, cartoons, TV commercials, news clips, soap operas, songs, radio ads, songs, sales pitches, documentaries, and professionally audio-taped short stories and novels.
2. Authentic Visual Materials: paintings, pictures from magazines, photographs, children's artworks, ink blots, silhouettes, wordless street signs, wordless picture books, slides, X-rays, stamps, stick-figure drawings, postcard pictures.
3. Authentic printed materials: astrology columns, obituary columns, advice columns, bus schedules, street signs, sport reports, lyrics to songs, cereal boxes, restaurant menus, candy wrappers, maps, comic books, TV guides, sport reports, greeting cards, pins with messages, telephone books, University catalogs, tourist information brochures, newspaper articles, movie advertisements.
4. Realia ("real world" objects): phones, wall clocks, puppets, phones, folded paper, coins and currency, Halloween masks.

2.4.2 Advantages of Authentic Material

Authentic Material is appropriate to used in English as a Foreign Language (EFL) class as Tamo (2009) describes some advantages of authentic Material, such as:

1. Students are exposed to real discourse. As in videos of interviews with famous people where intermediate students listen for gist, they provide exposure to the real language.
2. Authentic materials have a positive effect on learner motivation.
3. Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value.
4. Textbooks often do not include incidental or improper English.
5. Authentic materials can produce a sense of achievement such as a brochure on England.
6. The same piece of material can be used under different circumstances if the task is different.
7. Language change is reflected in the materials so that students and teachers can keep up-to-date of such changes.
8. Reading texts are ideal to teach/practice mini-skills such as scanning. for example, students are given a news article and asked to look for specific information (amounts, percentages, and so on), basic students listen to news reports and they are asked to identify the names of countries, famous people, and many more.
9. Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
10. Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the

chance to have a say about the topics or kinds of authentic materials to be used in class.

11. Authentic materials support a more creative approach in teaching.

2.4.3 Disadvantages of Authentic Material

Besides the advantages mentioned earlier, however, authentic material has also some weaknesses (Tamo, 2009):

1. Authentic material may be too culturally biased, so it does not need to be difficult understood outside the language community.
2. Vocabulary may not be relevant to the immediate needs of students.
3. Too many structures are mixed so that lower levels have difficulty interpreting the text.
4. Special preparation is needed which can take time.
5. Too many different accents can be heard which can cause confusion.
6. Material can become obsolete easily such as news.
7. There are many headlines, advertisements, signs, and many more that can require good knowledge cultural background.

2.5 The Concept of Green School

The concept of Green School is mostly carried out in open spaces by utilizing the potential that exists within the school environment. Most of Green Schools is open classes concept by mean without walls and windows (Suhendi, 2011). Initially, it aims to reduce infrastructure cost so that the cost of education is

more affordable. However, later, the development of this open class is intended so that the students get more fresh air intake.

Green Schools are also usually inclusive schools, meaning schools that provide places for students with special needs (Suhendi, 2011). The principle of education for all, Green Schools believe that by uniting between ordinary students and students with special needs, they will be able to learn from each other. Students with special needs will get normal spectrum, while ordinary students will grow more empathic towards others.

Suhendi (2011) mentions that Green School is a holistic education model that utilize the universe as a learning medium. As for the learning method as follows:

1. Informing the *akhlaqul karimah*, exemplary methods are used. The teacher must exemplify real morality to students.
2. Informing scientific logic, spider-web, natural & business methods are used as learning media. The teacher facilitates the students to interact with nature with a series of learning themes/projects in such a way that the child gets a holistic understanding of the universe.
3. Informing the spirit of leadership, the outbound method is used as a learning medium. The teacher conducts out-bound activities practically with students.
4. In shaping the entrepreneurial spirit, an internship method is used so that the students interact with the business unit, actors, and the environment.

In principle, Green Schools use proper methods in choosing learning models. This means that any suitable method can be used so that in different Green Schools we can find different learning models (Suhendi, 2011). Even if the curriculum still refers to the Ministry of National Education, Green Schools develop the concept of nature-based school. The teaching and learning method mostly use action learning or active learning. At this school, children are brought closer to nature through the atmosphere and facilities that are deliberately designed to foster the natural intelligence of the child. Playing outbound, farming, raising livestock, playing football, and drawing might seem like they are playing, but they actually learned a lot through that experience. The use of nature as a learning medium teach children to be more aware of their environment and know the application of the knowledge learned is not only limited to theory. This is also the advantage of green schools compared to regular school or public school.

According to a developmental psychologist child, Efrina Djuwita (2013), the green school makes children not just glued to theory only, because they can also learn and experience knowledge from nature. Whereas ordinary schools, mostly use conventional teaching and learning systems where the teacher explains and students get knowledge by only relying on guidebooks, and rarely given the opportunity to experience the form of knowledge they learned directly. Regulations applied in natural schools are usually not as strict as general school regulations, such as students must sit neatly, listen to the teacher and get punished if they don't do the task or homework. In fact, in some Green School, it is rarely applying assignment or homework. However, that does not mean students do not taught the form of

responsibility. If the homework is a form of responsibility from public schools, in green schools teaching about self-discipline and responsibility is taught through different ways and activities; for example, getting used to lining up when going to wash your hands, and collaborate with peers in doing assignments or other outbound activities.

